**Unit 3: Life Lessons**

Build on the retelling of stories with details.

Focus on categorizing story details into groupings: characters, key events, and settings.

Compare and contrast.

***A Weed is a Flower: The Life of George Washington Carver* by Aliki**

\*It is noted in the curriculum plan to distinguish between important facts and interesting details. It is also recommended that this book be used for note-taking along with the Comprehension Toolkit’s unit on Organizing Thinking.

What evidence is there in the text that shows George Washington Carver lived in a difficult time?

Why does George Washington Carver become known as the Plant Doctor? Where in the text is there evidence to support your answer?

The book stated that George had to leave his brother, his garden and the farm to go to school. Why, according to the text, could he not attend the school close to the farm?

Although the book does not directly state the answer, infer an answer. An inference is when you take your background knowledge and clues from the text and put them together. How is George able to pay for school and lodging? What clues in the text helped you answer?

Why did the author use quotation marks around “Aunt” Lucy and “Uncle” Seymour? What clues in the text helped you answer?

According to the text what were some problems George faced in trying to go to college?

Based on the text, what other profession/job did George consider? Why did he decide to continue studying plants?

What does George Washington Carver mean when he says, “A Weed is a flower growing in the wrong place.”

How would you describe George Washington Carver? What evidence in the text supports your answer?

What can you infer about “If no person or book could answer them [questions], he found the answers himself.”?

How did George first help black farmers and later all farmers according to the text?

Based on the text, what can be made from sweet potatoes? Peanuts?

The last two pages tell a lot about George Washington Carver’s character. How would you describe his character? What in the text supports this trait?

If there is a lesson we could learn from George Washington Carver, what would it be? What in the text taught you that?

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***The Tortoise and the Hare* by Dona Herweck Rice**

What can you infer about the sentence “Hare doesn’t care about the sunshine when it can be sleeping instead.”

What else can we infer about Hare’s character when he says “After all, I am the fastest and the best.”

What do you notice about Frog’s responses in Act 1?

Which two characters are alike in Act 2? What do they say that makes you think that?

What does the phrase “learned a lesson” mean?

What do you notice about Frog’s responses in Act 2? Why do you think the author wrote it that way?

What events lead up to Tortoise challenging Hare to a race at the end of Act 3?

According to the text, how does Tortoise plan to teach Hare a lesson? How does Hare react?

In Act 4, what can we infer about the role of Porcupine? Why does he allow the race to begin without Hare according to the text?

List the events that took place in Act 4.

What time is it at the beginning of Act 5? How do you know? What in the text tells you?

List the events that took place in Act 5.

If there is a lesson we could learn from the Hare, what would it be? What in the text taught you that?

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***The Blind Man and the Elephant* Retold by Karen Backstein**

Although the men did not have the sense of sight, what other senses were they able to use? Provide some examples from the text.

To what do the men compare the elephant?

What evidence show why each man’s experience is different? Or Which events show why the men all thought the elephant “looked” different?

Based on the text, how does the prince explain the elephant to the blind men so they can see it?

What does the prince mean when he said “To know what an elephant is really like, you must put all those parts together.”?

**Unit 4: Winds of Change**

Describe character feelings.

Identify cause and effect relationships in informational texts.

Focus on categorizing story details into groupings: characters, key events, and settings.

Identify author’s purpose.

***The Bat Boy & His Violin* by Gavin Curtis**

Based on the text, what is his Papa’s mood and what is the reason for his mood?

What can you infer about his Papa’s job? What evidence do you have to support your answer?

What evidence is there in the text that shows how Reginald feels about being a bat boy? How does he feel?

Which events in the text lead up to the bat slipping out of Mr. Mosley’s hand?

How would you describe Papa’s reactions to Reginald first taking out the six bats, then later oiling the bats? What did the author write that made you think that?

What comments does the team have about Reginald’s playing? What can you infer from these comments?

The team has finally won after months, based on the text, what is Papa’s mood? What evidence supports your answer?

How has Reginald’s attitude about baseball changed since the beginning of the story? Support your answer with evidence from the text.

What can you infer about the time period that the story takes place? What evidence is there in the text to support the answer?

Summarize the events for the Monarch v. Duke game.

How does the team feel about Reginald’s playing? What evidence is there to support your answer?

How has Papa’s attitude about Reginald’s violin playing changed since the beginning of the story? Support your answer with evidence from the text.

**Unit 5: American Contributions**

Build on the retelling of stories with details.

Focus on categorizing story details into groupings: characters, key events, and settings.

Identify opinions.

Identify connections between individuals and events.

***George Washington and the General’s Dog* by Frank Murphy**

The text says George loves animals. What evidence in the text supports this statement?

What does “English colony” mean?

According to the text, what role did the dogs have in the American Revolution?

What words would you use to describe the American Revolution? What evidence is there in the text to support your choices?

According to the text, what are the similarities and differences between the American and English troops? (Make a Venn Diagram or T chart.)

What evidence is there in the text to show it was a difficult battle?

How do you think George Washington felt when he found William Howe’s dog? What did the author do to the text that helps you better understand his feelings?

Based on the text, what did George earn by returning the dog?

Based on the pictures, how do both men appear to be similar?

Which events show that George did in fact earn not just the people of England’s respect, but other’s as well?

How would you describe George Washington? What evidence in the text supports your answer?

Why was this book written? What in the text makes you believe that?

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**Unit 6:**

***Walt Disney’s Cinderella***

What does widower mean?

What evidence from the text shows that the stepmother was cold and cruel?

What words would you use to describe Cinderella? What evidence is there in the text to support your choices?

What evidence is there in the text to show that Cinderella’s stepmother was not going to allow her to go to the ball?

What does the phrase “on the stroke of midnight” mean in the text?

What evidence is there in the text that Prince had finally found the girl he wanted to marry?

How do you think the Prince felt when he found Cinderella? How did the author show it in the text how the Prince felt?

How would you describe Anastasia and Drizella? What evidence in the text supports your answer?

**Unit 6:**

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***Cinderella retold by Lindsay Mizer***

What evidence from the text shows that Ella is kind hearted?

How do Cinderella’s stepmother and step sisters feel about her? What evidence is there in the text to support your choices?

What does the author mean by call the stepmother a “greedy stepmother”? What evidence is there in the text to support your answer?

What does the phrase cinder girl mean in the text?

How did the fairy godmother change Cinderella’s life forever? What evidence is there in the text to support your answer?

What evidence from the text shows that Cinderella never had to be cinder girl again?

**Unit 6:**

***Yeh-Shen A Cinderella Story from China retold by Ai-Ling Louie***

What evidence from the text shows that Yeh-Shen’s stepmother is jealous of her?

What can you infer about the sentence “ The stepmother, however was a craft woman, and she soon thought of a plan?”

Based on the text what wondrous things did the fish bones give Yeh-Shen?

Based on the pictures who was the man that visited Yes-Shen?

What evidence is there in the text shows the importance of the golden slippers?

What is the reason Yeh-Shen takes the golden slipper? What evidence from the text supports your answer.

What evidence is there in the text that shows the king had found his true love?

Based on the text what was the fate of the stepmother and stepsister?

**Unit 6:**

***Adelita A Mexican Cinderella Story by Tomie dePaola***

What evidence from the text shows that Esperanza is a special person?

What evidence from the text shows that the stepsisters are cold ones?

What words would you use to describe Adelita? What evidence is there in the text to support your choices?

Based on the text how did Adelita’s life change after her father’s death?

What can you infer about the sentence “And don’t you are call me mama again?”

What does the phrase “meanness and vinegar” mean in the text?

What evidence is there in the text that Javier did not care about Adelita’s past ?

Based on the text why did Adelita call herself Cinderella?

Based on the text how did Adelita let Javier know she was Cinderella?

What can you infer about the sentence “ The stepmother, however was a craft woman, and she soon thought of a plan?”

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